



UNIT 21: GOOGLE DOCS LESSON 6: WHAT ARE GOOGLE DRAWINGS?

LESSON OVERVIEW

With Google drawings you can create, share, and edit drawings online. you can edit drawings online with anyone you choose. With Google Drawings, you can insert text, shapes, images, links, and more!

Time: ~30 minutes

OBJECTIVE

Students will be able to describe types of Google Documents.

PRINT PREPARATION

1. Print this lesson's Dollar Tracker
2. Review sequence of activities in lesson.
3. Learn which supplements you will use.
4. Print/Copy/Laminate materials that fit your student's needs.
5. Refer to your Level 2 Guide to read about effective practices

ONLINE REVIEW

1. Sign into Digitability
2. Click **LESSONS** tab
3. Select **Level 2 - Digital Citizen**
4. Select **Unit 21**
5. Select **Lesson 6 - What Are Google Drawings?**

WORKPLACE BEHAVIOR FOCUS FOR THIS UNIT



Using the Dollar Tracker, select two additional behaviors that you will target throughout the course of this unit. Always include participation/contribution in addition to the two new behaviors.



LESSON PLAN

WARM UP



ACCESSING PRIOR KNOWLEDGE



1. *"For a participation dollar, who can recall what application you would want to use to create a budget?"*


Answer: It can help you organize your files.



Use positive narration to reinforce students following directions.
"I see Marcus is following directions and already has two contacts listed. I see Vincent has one contact and included their name, email and phone. Nice work following directions and staying on task."

Take answers from at least 4 students. Award at least four participation dollars.



2. Distribute **21.6.IMAGE** Image Exchange Cards and **21.IEC.Y/N** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION

T1

On-topic verbal response shared response

T2

Uses **Yes or No Image Exchange Card** [21.IEC.Y/N] for rephrased question.

T3

Uses **Image Exchange cards** [21.6.IMAGE] to point to potential vocabulary word or icon representing "Organize," or Points to **Yes or No Image Exchange Card** [21.IEC.Y/N] for rephrased question.



Pro tip Build confidence in your students: Identify students who have not earned money and focus on engaging them. Use differentiation tools if reluctant to participate. I.e. Have them point or write down their answers. EVERY student should be earning money.



3. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [21.DollarTracker]

[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]

+\$ PARTICIPATION

Yes, Marcus. [Student gives answer; Teacher repeats answer] "A contact is someone you may reach out to. Nice job participating and earning a dollar. Anyone else want to share one of their answers for a participation dollar?"

-\$ OFF TASK

[Student is called on, but responds with a problematic behavior, such as perseveration/obsession of a different topic that does not relate content]. Marcus, that is off-topic. Off-topic comments cost a \$1. "We're talking about what we think a contact is. Raise your hand to share what you think a contact for a participation dollar. "



Pro tip: When students exhibit problematic behavior, such as perseveration that keeps them off-task, but correct the behavior after a prompt or verbal cue, IMMEDIATELY provide positive reinforcement, ie. "Nice work following directions, [student]. You earned a following directions dollar."

GUIDED WATCHING



Call out earnings to the class, "[Student] has earned x dollars... for participating. [Student] has earned x dollars for participating and sharing. [Student] has earned x dollars..."



1. "For a participation dollar, who can tell me the name of our next badge?"



2. Distribute **21.BADGE** to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.



DIFFERENTIATION

T1

Verbal Response

T2

Writes down badge

T3

Uses **Badge Board** [21.BADGE] for this Unit.




3. Bring attention to screen, *"Let's watch this lesson. I know that [student's name] is actively watching because he has his eyes on the screen and he is actively listening by giving a thumbs up when he hears the words presentations"*

4. Ask students to give a thumbs up every time they hear and/or see the Presentations in the video



5. Play video.



6. Distribute **21.IEC.THUMB** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION



Puts thumbs up



Uses **Thumbs Image Exchange Card** [21.IEC.THUMB]



Holds up or points to **Thumbs Image Exchange Card** [21.IEC.THUMB]



7. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [21.DollarTracker]

[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]

+\$ PARTICIPATION

Yes, Marcus. [Student gives answer; Teacher repeats answer] "A contact is someone you may reach out to. Nice job participating and earning a dollar. Anyone else want to share one of their answers for a participation dollar?"

-\$ OFF TASK

[Student is called on, but responds with a problematic behavior, such as perseveration/obsession of a different topic that does not relate content]. Marcus, that is off-topic. Off-topic comments cost a \$1. "We're talking about what we think a contact is. Raise your hand to share what you think a contact for a participation dollar. "



Pro tip Remember Rule #3: Avoid a power struggle to stay focused on instruction. We are helping students learn to self-regulate. Therefore it is important to give students time to opt, or identify their replacement behavior. If a student is not following directions, you have give them one minute (60 seconds) before taking additional dollars.



INFORMAL ASSESSMENT



1. *"For a participation dollar, who can tell me what you can make using Google Presentation?"*

Answer: A presentation.

2. *"For a participation dollar, who can tell me what a Google Presentation is made up of?"*

Answer: Slides.

3. *"For a participation dollar, who can tell me what is each slide made up of?"*

Answer: Information you wish to share.

4. *"For a participation dollar, who can tell me what you can add to a Google Presentation?"*

Answer: Text, photos, videos and more.




Pro tip: Use content domain to develop expressive communication. If a student gives a one-word answer or a fragment. Require a complete sentence before awarding the \$1. Then, use positive narration to reinforce the student's expressive communication.

"I love how you used a complete sentence for your answer. Nice job earning a dollar!"

"Yes, Nice job participating, [student]! You earned a participation dollar."



5. Distribute **21.6.IMAGE** Image Exchange Cards and **21.IEC.Y/N** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION

T1

On-topic verbal response shared response

T2

Uses **Yes or No Image Exchange Card** [21.IEC.Y/N] for rephrased question.

T3

Uses **Image Exchange cards** [21.6.IMAGE] to point to potential vocabulary word or icon representing "A presentation, slides, information, text, photos, videos," or Points to **Yes or No Image Exchange Card** [21.IEC.Y/N] for rephrased question.



6. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [21.DollarTracker]

[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]

+\$ PARTICIPATION

Yes, Marcus. [Student gives answer; Teacher repeats answer] "A contact is someone you may reach out to. Nice job participating and earning a dollar. Anyone else want to share one of their answers for a participation dollar?"

-\$ OFF-TOPIC

[Student is called on, but responds with a problematic behavior, such as perseveration/obsession of a different topic that does not relate content]. "Marcus, that is off-topic. Off-topic comments cost a \$1. We're talking about what we think a contact is. Raise your hand to share what you think a contact for a participation dollar."



Call out earnings to the class, "[Student] has earned x dollars... for participating. [Student] has earned x dollars for participating and sharing. [Student] has earned x dollars..."

PLAY ACTIVITY VIDEO



1. Ask the class, "Who would like to unlock the What are Google Presentations Badge for \$1?"

Click Activity Button to Play Activity Video

2. Student discusses with class to choose the correct answer.
 - a. If student chooses correct answer, have student or whole class dance.
 - b. If student chooses incorrect answer, repeat Step 2 until student unlocks the badge.



Pro tip: Increase the dollar amount for shy students or to increase motivation.



3. Distribute lesson badge cut out 21.6.5. Students that unlocked the badge will place the **What Are Google Drawings?** print out on the classroom's **word wall**. See DIFFERENTIATION for this activity to identify supplements needed for your students.



DIFFERENTIATION

- T1** Student will use verbal prompting to unlock the badge with the class.
- T2** Student will use verbal prompting and hand signals to unlock the badge with the class.
- T3** Student will use hand signals, pointing, prompting levels or adult/Tier 1 partner support to unlock the badge with the class.



4. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [21.DollarTracker]

[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]

+\$ PARTICIPATION


"Marcus + you answered correctly!
You earned a dollar! Nice job!"

-\$ INTERRUPTIONS

"Marcus + you interrupted.
Interruptions cost \$1. Next time,
raise your hand and wait to be called
on to earn a \$1."

ASSESSMENT/EXIT TICKET



1. Distribute **21.6.6 What Are Google Drawings? Exit Ticket** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION

- T1** Using Tier 1 **What Are Google Drawings? Exit Ticket** [21.6.6.1], Students list five ways that Google Drawings could help you in the workplace.
- T2** Using Tier 2 **What Are Google Drawings? Exit Ticket** [21.6.6.2], students complete Vocab block about using email, or Trace 'n' Learn card [21.6.6.3].
- T3** Using Tier 3 **What Are Google Drawings? Exit Ticket** [21.6.6.3], students complete Trace and Learn.



2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [21.DollarTracker]

[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]

+\$ PARTICIPATION

"Nice job, participating, Marcus. You earned a participation dollar. Let's hear more about your work."

-\$ OFF TASK

"Marcus, you're off-task. Being off-task cost a dollar. Look at the screen and listen carefully to earn dollars for following direction/participating. Marcus, you're off-task. For every minute that you are not participating, it will cost a \$1. Look at the screen and listen carefully to earn dollars for following direction/participating."



IMMEDIATE FEEDBACK/NEXT STEPS

1. Read off Dollar Earnings Tracker and announce how many dollars each student earned during the lesson.
2. Students will fill in their dollar earnings from the lesson using their My Digitability Earnings sheet. Have students staple this sheet into their notebooks so they can use it for the entire unit.
3. If time permits, you can either have students log into their student accounts for independent practice or continue on to the next lesson plan.
4. Ask students what they will do with their money. Spend it or save it?



DIFFERENTIATION

- T1** Login independently using **password cards**.
- T2** Login independently using **password card** with the help from a Tier 1 partner for any required troubleshooting.
- T3** Teacher or Tier 1 assistance to help student login using their **password card**.



Behaviors

Name

EX: Sam

Successful +\$

Participation/
Contributing

||||

Sharing/Helping/
Collaborating

|||

Greeting a Guest

|

Following Directions/
Staying on Task

|||

Encouraging/
Complementing

||

Problematic -\$

Off Task

|

Off-Topic/
Inappropriate
Comment

Disrespect/Teasing

||

Complaining/Whining

Arguing

Interrupting

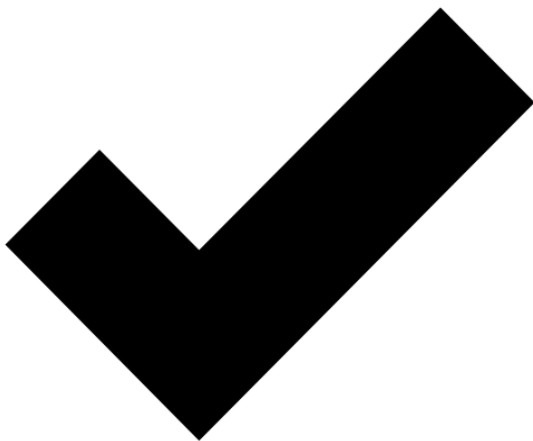
||

UMAPA

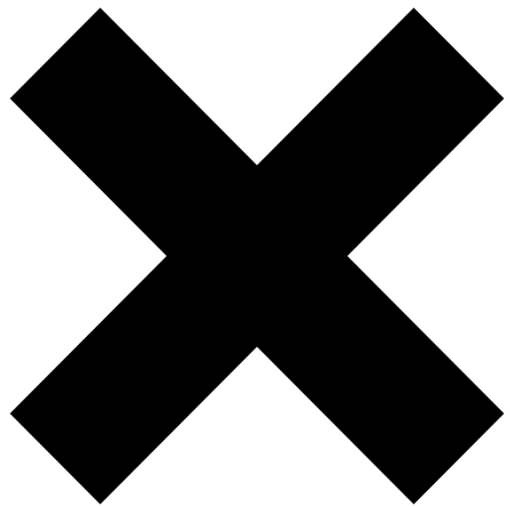


YES OR NO IMAGE EXCHANGE CARD

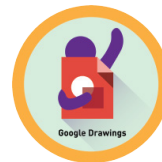
21.IEC.Y/N



Yes



No



THUMBS IMAGE EXCHANGE CARD

21.IEC.THUMB

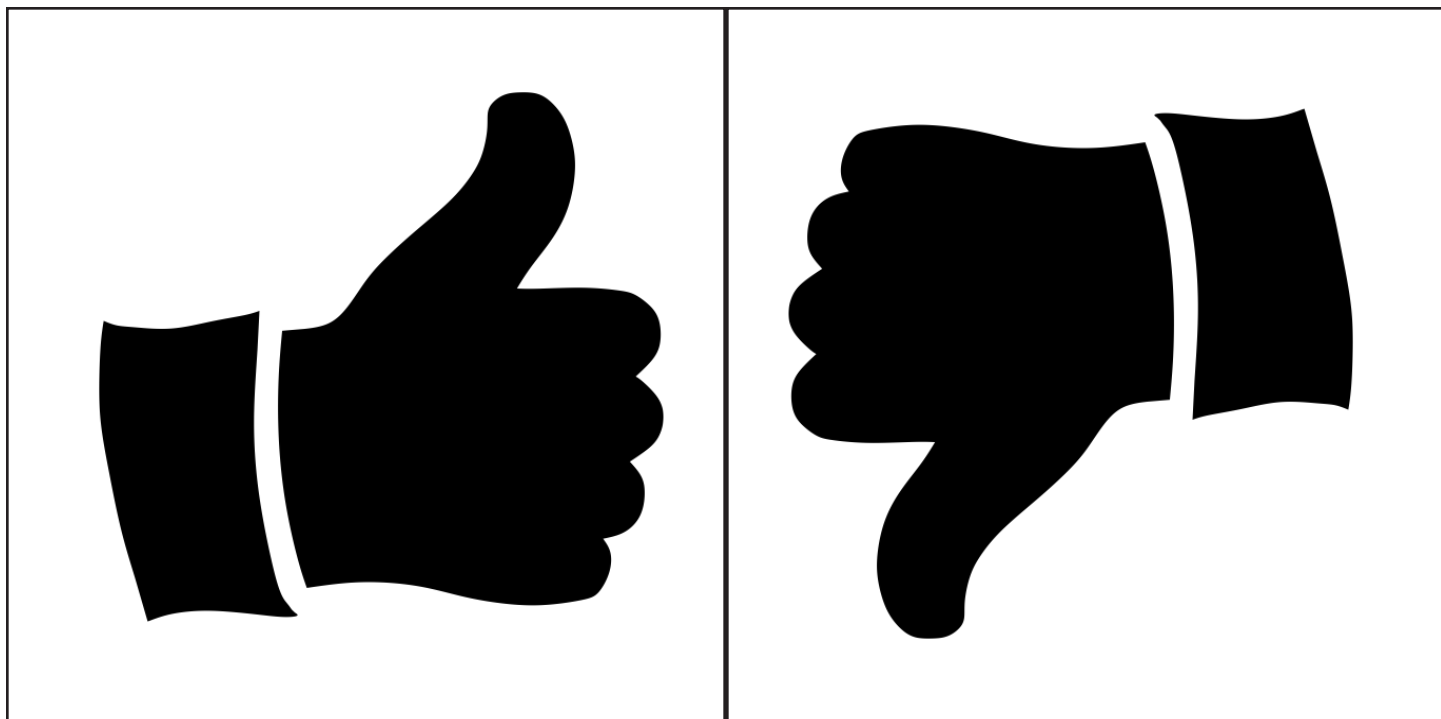




IMAGE EXCHANGE CARDS

21.6.IMAGE

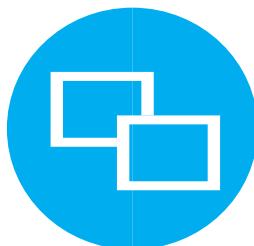
Organize



Presentations



Slides



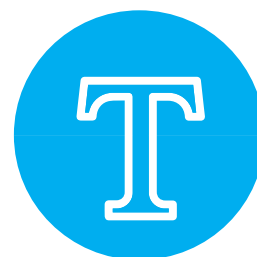
Photos



Videos



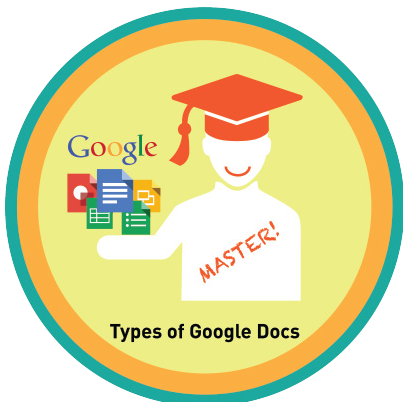
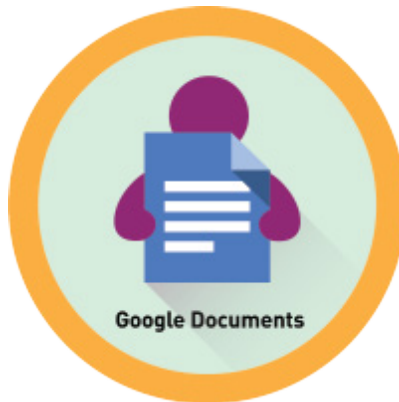
Text





Information

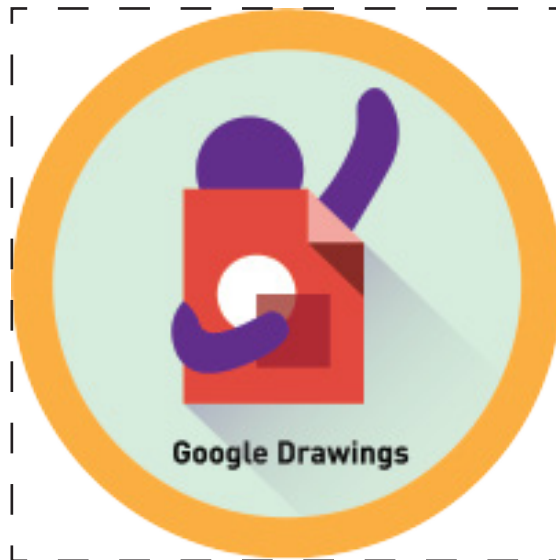






WORD WALL PRINTOUT

21.6.5



With Google drawings you can create, share, and edit drawings online. you can edit drawings online with anyone you choose. With Google Drawings, you can insert text, shapes, images, links, and more!



T1

WHAT ARE GOOGLE DRAWINGS? EXIT TICKET GOOGLE DRAWINGS ACTIVITY

21.6.6.1

Directions: List five ways that Google Drawings could help you in the workplace.

1. _____

2. _____

3. _____

4. _____

5. _____



T2

WHAT ARE GOOGLE DRAWINGS? EXIT TICKET VOCAB BLOCKS

21.6.6.2

Name: _____

Date: _____

Define	Sentence
Examples	<div data-bbox="509 1308 1114 1455" data-label="Text"> <p>What Are Google Drawings?</p> </div> Draw



T3

WHAT ARE GOOGLE DRAWINGS?
EXIT TICKET TRACE 'N' LEARN CARDS

21.6.6.3

What Are Google
Drawings?

With Google
drawings you can
create, share,
and edit drawings
online. you can edit
drawings online with
anyone you choose.



READING MAZE

21.6

Write in the best answer the blank space to complete the sentence.

With Google _____ you can create, share, and edit
(spreadsheets, drawings)

and edit drawings online. You can _____ drawings online.
(edit, paint)

You can _____ your drawings with anyone that you choose.
(share, delete)

With Google Drawings, you can _____ text, shapes, images,
(insert, handwrite)

links, and more! Your Google drawing will be _____
(saved, deleted)

to your Google Drive.



WORKPLACE CONNECTIONS

21.6.WC.1

Directions: Your boss at Digitability wants to know the different things you can do in Google Drawings. Log into Google Drawings and list five things you can do when creating a Google Drawing.

1. _____

2. _____

3. _____

4. _____

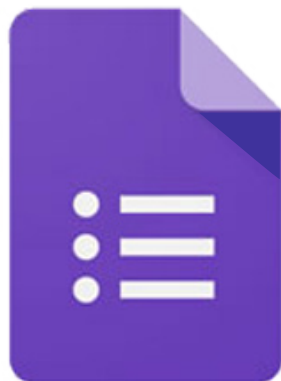
5. _____



WORKPLACE CONNECTIONS

21.6.WC.2

Directions: Your boss at Digitability wants you to complete a drawing to advertise the companies new program. Circle the program you would use to create it below.





WORKPLACE CONNECTIONS

21.6.WC.3

Directions: Your boss at Digitability wants you to complete a drawing to advertise the companies new program. Point to the program you would use to create it below.

